

St Katherine's School: SEND Information Report

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Introduction

This information report will be updated at least annually. It was last updated in January 2018.

At St. Katherine's School we are fully committed to recognising and providing provision and support for the needs of all our learners, including those with Special Educational Needs & Disability (SEND), to help ensure that they reach their full potential and secure outstanding progress.

Role of Deputy Headteacher for Pastoral Care and Guidance & SENCO

- Providing the strategic leadership for SEND and inclusion.
- Coordinating provision for children with SEND.
- Advising on the approach to SEND support.
- Advising on the use of delegated budget/ other resources.
- Liaising with parents of children with SEND.
- Links with other education settings and outside agencies.
- Liaising with potential providers of alternative education.
- Working with the Senior Leadership Team (SLT) and Governors regarding equality duties.
- Ensuring that SEND records are up to date.
- Monitoring and evaluating the quality of SEND provision and self-evaluation.

Role of the Inclusion Manager

- Line manages a team of Learning Support Assistants (LSA's) and the Engage Centre Leader.
- Supports the Deputy Headteacher in the provision of staffing and resources within the Inclusion Faculty.

- Liaison with external agencies and colleagues within school with regard to SEND and Access Arrangements.
- Supports the Deputy Headteacher and other staff with Person Centred Plans (PCPs), Pastoral Support Plans (PSPs) and Annual Reviews.
- Maintains the SEND register.
- Mentors key students with additional needs.
- Works in partnership with parents.
- Make referrals to relevant external and internal services and interventions.
- Oversees interventions within the Inclusion Faculty.

The Inclusion Team

Name	Job role
Hayden Southon	Deputy Headteacher for Pastoral Care and Guidance, inclusion and SEND SENCO
Ceri Rushworth	Inclusion Manager
Emily Robinson	Engage Centre Leader
Leigh Fenton (Nina Price - maternity cover)	Student Counsellor
Nicola Grocock	Learning Support Assistant
Lucy Skeates	Learning Support Assistant
Sue Thomas	Learning Support Assistant
Caroline Wilson	Learning Support Assistant

Identifying and assessing SEND

Additional needs can be considered under four broad areas:

1. Communication and interaction.
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and/or physical

We know when students need extra help if:

- Concerns are raised by the student, parent/carers or teachers.
- Limited progress is being made. (All students' progress is monitored four times per year by their classroom teachers in our Progress Checks).
- There is a significant change in progress or behaviour across several subjects.
- Concerns are raised by external agencies.
- The previous school have informed of the extra help needed in their school.
- The results from standardised testing on entry are of concern.

We work with our feeder primary schools to create a good relationship and liaise with them to gain information on all of our students.

St. Katherine's school focuses on early identification of SEND so that the right support can be put into place swiftly.

When students first arrive in Year 7 at St. Katherine's school they are given a spelling and reading test. These results along with primary school data are used to determine whether they would benefit from early intervention such as a literacy support package. Students requiring additional support in maths are identified through primary school data and internal assessments.

The early identification of SEND is really important in order to minimise difficulties later on. The process is on-going but concerns may be identified at any time in the student's school career from any of the following sources:

- In class observations.
- Learning walks conducted by Heads of Faculties, Heads of Year or SLT.
- Concerns raised by external agencies.
- Concerns raised by parents/carers.
- Concerns raised by the student.
- Referrals from class teachers and faculties.
- Regular, on-going teacher assessment.
- Internal examinations and assessments.

In some cases students can be disapplied from MFL (Modern Foreign Languages) to focus on extra literacy or maths skills.

In Key Stage 4, some identified students are selected to do a Functional Skills option. This provides the opportunity for students to develop further their English and maths skills.

If a student is identified with having SEND this is recorded on the school's SEND register and a Student Passport is created. The Student Passport is created with the young person and describes the best strategies for supporting them in the classroom.

St. Katherine's school offers a free Dyslexia screening test (not a diagnosis) for students who may need it. The school has experience with supporting students with a range of SEND and has an inclusive approach for meeting a wide range of learners' needs

Assessing and reviewing progress towards outcomes

St. Katherine's school has a number of methods to assess and review progress for all of its students.

Throughout the academic year there are four Progress Checks for each student. These record attainment levels/grades and information on effort, behaviour and homework for each subject. These will give you a picture of how your child is progressing. If a subject teacher is concerned about your child's progress they may contact you to discuss this and think about further ways that your child could be supported to make progress.

The Deputy Headteacher and Inclusion Manager also track the progress of all students on the SEND register which is updated termly. The progress of children with a statement of SEND/Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review.

Parents are able to view information on attendance and behaviour via our online Parent Portal. Parents' Evenings are run for each year group and provide an opportunity to meet with each subject teacher.

For students with additional needs; IBPs (Individual Behaviour Plans) and PSPs (Pastoral Support Plans) are used to provide support, assess learning and set targets which are regularly reviewed.

PCPs (Person Centred Plans) are part of the new SEND Code of Practice. They replace the Annual Review format, encourage greater student and parental voice, and are designed to fit in with the new EHC plan.

At St. Katherine's School we believe that a joined up approach with external agencies is beneficial to the progress of all students, particularly those with SEND. St Katherine's School works with a variety of agencies and services to help support students with SEND. These providers include:

- North Somerset SEND team.
- Bristol SEND team.
- Educational Psychology Service.
- Child and Adolescent Mental Health Services.
- Social Services.
- Sensory Support Service.
- Art and Play therapists.

Working with parents and young people

St. Katherine's school prioritises communication with both parents and the young people. We liaise with parents as much as possible and meet with them regularly. Members of staff are always available for discussion via phone, email or through a pre-arranged meeting. Throughout all meetings, students and their parents are always invited and encouraged to voice their opinions.

The pastoral team works with students on a daily basis to build good relationships and allows them to voice their opinions. Each year group as part of its self-evaluation programme engages in student and parent voice feedback.

Any complaint about SEND provision within the school should in the first instance be directed to the Deputy Headteacher. If the issue(s) is unresolved contact should then be made with the Head of School.

Adaptations to curriculum, teaching and learning environment

St. Katherine's school prides itself on being an inclusive school. We offer a broad and balanced curriculum which promotes equal opportunities for all students. We believe that it is desirable for students with SEND to be taught within a mainstream classroom setting. Quality first teaching ensures that all students' needs are catered for in all of our classes throughout the school. This is monitored by regular quality assurance visits, learning walks and lesson observations undertaken by Heads of Faculty and Senior Leaders in the School.

When a student has been identified with SEND, the subject teacher and Inclusion Faculty will work together to ensure that barriers to learning are minimised.

We recognise that effective differentiation is the key component in supporting students with SEND. Departments within the school use a range of resources to support students with SEND. Regular training for staff is held so that teachers gain a clear understanding of the reasonable adjustments that they need to make for students in their lessons. New teachers receive specific sessions on working with students with SEND.

We have an inclusion faculty that delivers a variety of interventions and works with external agencies to provide the best support for all of its students. The school also offers a counselling service and support through the Inclusion Manager.

The school site offers easy access for students with limited mobility because of sensory impairment. If appropriate, specialist equipment may be given to students to use e.g. coloured filters, netbooks and concentration aids.

Transition

At St. Katherine's School we understand that the transition between primary and secondary school can be a very stressful time for students and parents alike. We try our best to minimise the stress by promoting clear communication between the school, primary school and parents. Even before your child joins St. Katherine's we will have gathered a significant amount of information on your child. All students will be invited to attend an induction day before they join in Year 7.

The Head of Year 7 and Inclusion Manager visit all of our feeder primary schools to meet with key staff and students. Information is collected on all students including

those with special educational needs and medical conditions. The Inclusion Manager will make additional visits for those students with SEND or other vulnerabilities to ensure that they make a smooth transition to St. Katherine's School.

The school will attend any review meetings with these students and will meet with external agencies as appropriate to plan transitional arrangements.

Equally, St. Katherine's believe that transition to further education is just as important. The Head of Year 11 and Inclusion team work together to support students applying to further education. A student with SEND will have a specific transition plan that has been arranged with their new setting. This is linked within the new EHC plan. Support from our independent careers service (NEWS) is available for students with SEND.

Access Arrangements

Some students require Access Arrangements in order to access tasks in lessons and exams such as GCSEs and A Levels.

Access arrangements are put in place to make it fair for all students and remove any disadvantages they may have. **Access Arrangements must reflect the normal way of working in lessons.**

There are a range of Access Arrangements which reflect the individual needs of students, these include:

- Extra time granted for the completion of exams (typically 25%)
- Reader
- Scribe
- Word-processor.

The designated officer for St. Katherine's School is the Inclusion Manager. Provided that the recommendations are applied in the classroom the designated officer will make an application for access arrangements in formal examinations.

The designated officer makes applications in Year 10/12 for students that require Access Arrangements. Information is collected by the designated officer in partnership with teachers and in class support staff. This must show:

- Evidence of need
- History of need

- The Access Arrangement being applied for is that student's normal way of working in school.

If a parent or teacher feels that a student is disadvantaged in a particular area and feels they would benefit from having an access arrangement in their subject they can first speak to the Head of Department and then they should provide suitable evidence to the designated officer. The designated officer will then investigate this further and discuss their findings with the teacher and parents.

In all cases written evidence in support of applications must be provided and must cover the dates appropriate to the claim.

Glossary of Terms

Abbreviation	Meaning
CAMHS	Child Adolescent Mental Health Services
EHCP	Education, Health and Care Plan
IBP	Individual Behaviour plan
IEP	Individual Education Plan
PCP	Person Centred Plan
PSP	Pastoral Support Plan
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability

Links to further information and support

DFE SEND Code of Practice: 0-25	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
DFE SEND: guide for parents and carers	https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
North Somerset's Local Offer	http://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel
Bristol's Local Offer	http://www.findabilitybristol.org.uk/
Supportive Parents: Supporting families of children with SEND	http://www.supportiveparents.org.uk/
St. Katherine's SEND Policy	http://www.st-katherines.n-somerset.sch.uk/page/?title=Policies&pid=33

St. Katherine's Anti-Bullying Policy	
St Katherine's Behaviour Policy	
St Katherine's Attendance Policy	
St. Katherine's Complaints Policy	http://www.st-katherines.n-somerset.sch.uk/page/?title=Policies&pid=33